DOCUMENT RESUME

ED 262 203 CE 042 597

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TITLE An Investigation of Consulting-Training; as a Part-Time or Ultimate Career Option for Business Educators and Their Graduates.
PUB DATE 85
NOTE 52p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Business Education; *Consultants; Educational Needs; *Employment Opportunities; *Entrepreneurship; Feasibility Studies; Females; *Labor Force Development; Labor Needs; Management Development; Part Time Employment; Postsecondary Education; Secondary Education; Small Businesses; *Trainers
IDENTIFIERS Regional Surveys

ABSTRACT

A study examined the feasibility of consulting-training as a career option for business professionals. Data were gathered from a mail survey completed by a total of 60 firms in Arizona and Colorado and also from interviews, the investigator's participation and collaboration experiences with consultants, and a comparison of the literature on related topics. Graduates of business programs were indeed being employed as consultants and trainers; they were found to be working as internal consultants, trainers, and developers; as junior or associate members of consulting firms; or as heads of their own firms. Many similarities were found among the skills, knowledge, and behaviors required of business teachers and persons who were successfully employed as consultants and trainers. Moreover, many business educators were found to be either moonlighting as consultants or operating their own consulting business on the side. Another option for business teachers appears to be that of beginning a consulting business after an early or traditional-age retirement. More females than males were involved in the following areas: office management, information processing, and women's issues. Entrepreneurial problems and issues facing consultants-trainers were found to be similar to those facing entrepreneurs in other businesses. (The survey questionnaire is appended.) (MN)

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AN INVESTIGATION OF CONSULTING-TRAINING; AS A PART-TIME OR ULTIMATE CAREER OPTION FOR BUSINESS EDUCATORS AND THEIR GRADUATES

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I. INTRODUCTION

Consulting is a career option that business educators may not have considered, either for themselves or for the students they advise. Little if any research has been conducted to provide guidance regarding consulting-training opportunities for people with business education and office-systems background (education and experience).

Business education students, enrolled in programs that provide organization-based field experiences, gain valuable background that can be used in a variety of situations; including, as an ultimate or interim goal, becoming consultants and/or trainers in any one of a number of areas. Business education professionals can also get worthwhile experience to use in teaching and advising, by working for or with consulting-training firms involved with business management, communications, computer and office systems, and training. Entrepreneurship may or may not be the objective of those who participate in consulting-training activities and/or use consultants as human resources.

Statement of the Problem

The purpose of this study was to determine if consulting-training is a career option for business education professionals; eventually, if not

initially, and as a sideline if not full time.

Sub-problems. To further define the study, in drawing comparisons between the literature and data and impressions gained from interviews, two hypotheses were addressed, as follows:

1. There are similarities between the typical background of consultants-trainers and that of business educators, in terms of services provided clients and skills and competencies needed.

2. The entrepreneurial factors involved with consulting and/or training enterprises bear investigation, to provide business educators with related information to promote effectiveness in career advisement and teaching business and entrepreneurial concepts; and/or to use in developing their own alternate or long-range career plans.

Null Hypotheses

The following null hypotheses were tested at the .05 level of significant difference:

There are no significant differences between and among consultant responses when cross-tabulating Arizona with Colorado firms and male with female entrepreneurs; and also between organization structure, number of years in business, number of consultants and other employees, or type of background (education and experience), when compared with factors of:

1. type of consulting and/or training offered,
2. type of clientele served,
3. marketing strategies,
4. fee/price structure,
5. qualifications and attributes required or preferred in associate/employee consultants.

Delimitations

The study was delimited to:

1. Arizona and Colorado consulting-training firms randomly selected to receive the mailed questionnaire, and/or whose consultants-trainers agreed, during a pre-mail telephone survey, to participate in the study.

2. Selected consultants-trainers from Denver, Phoenix, and Tucson who agreed to be interviewed.

3. Selected New England and Tucson consultants-trainers with whom the investigator collaborated in consulting-training activities, who also agreed to be interviewed.

Limitations

The study was limited by:

1. Variations in interpreting the checklist items and/or instructions on the mailed questionnaire.

2. Failure of some respondents to rank order the marketing strategies shown on the checklist instrument or to add interpretive comments.

3. Unwillingness of respondents to check items regarding how fees/prices are determined, and/or who provided vague comments only.

Need for the Study

Business educators, because of their unique combination of practical skills and knowledge, sometimes moonlight with a variety of nonprofessional but business-related enterprises. Besides teaching (and sometimes investing wisely), they own stores, manage firms, run farms, and spray trees; they offer accounting, word processing, and computer services. They sell real estate and insurance, operate referral agencies, and manage employment bureaus or temporary-help companies. They also provide career counseling, job-search services, and consulting expertise to a variety of individuals and industries; which

includes consulting-training on office and computer systems.[1]

Business teachers/educators decide to moonlight for several reasons: to supplement their incomes, but also to acquire/develop practical business competencies to enhance their classroom teaching and student career counseling. When business teachers leave education--because their programs are eliminated, or for personal reasons--to pursue other careers or to retire from the demands and pressures of full-time professional positions, they sometimes continue with the work they began as a sideline.[2]

Adults, employed or not, increasingly enroll in a wide range of courses, designed for leisure-time use, for job training and retraining. Although the compulsory-retirement age has been raised, many adults take the reverse path, retiring early instead. Americans also live longer, thus extending the years of active leisure-time pursuits. Retirement, or "adult resort," communities are mushrooming throughout the United States, with the minimum age requirement for residents ofter as low as 45. How do these retired adults spend the last 30 to 45 years of their lives? by taking courses, for one thing, and all of these courses must be taught by somebody; often by other "retirees," who have marketable expertise.[3]

Meanwhile, there exists in the work world a growing need for trainers and consultants of many kinds. From a survey conducted by the American Society of Training and Development (ASTD), approximately 75 percent of large organizations (and also many medium- and small-size firms) offer training programs, with an estimated 3.7 million people participating. ASTD also estimated an annual cost of training and development (T&D) at $30 billion annually; with 75,000 full-time T&D personnel, and another 25,000 part-timers.[4]

Many of these trainers and developers are outside consultants, operating free lance or from their own entrepreneurial organizations. Changes in

technology and systems, and thus in procedures and sometimes overall policies, impact an organization's total environment. People must be trained, and retrained, with new skills, knowledge, and the behaviors with which to cope. People often fear and resist change; they also experience stress and personal problems. When morale drops so does productivity and human-to-human rapport. Management personnel also need, and receive, training in everything from communications and human relations, to effective applications of technology and management principles.[5]

With many more employees now holding college degrees, or some college background, one definition of success that has emerged is "job fulfillment, promotion capability, and opportunities to improve both professionally and personally."[6] Thus many organizations provide a full program of training, seminars, and interpersonal sessions. Such offerings are provided as part of the fringe-benefits package, a means of maintaining a competitive position with other firms in attracting and recruiting the best employees possible.[7]

Background and Procedures

Office management and systems analysis courses lend themselves to practical-experience assignments; as do business/industry field experience or internship programs. Students enrolled in such activities--in what are sometimes capstone courses/experiences--can be required to: (1) obtain their own placements, (2) analyze systems and procedures, both technologically and humanistically oriented, (3) prepare comprehensive written or oral reports, and (4) make recommendations. The latter may be reported to peers as well as to the instructor, but also to the organization's management where the studies were conducted.

Reports received at the University of Wyoming from students in relation to their internship/field experiences produced a variety of success stories,

resulting from their initial contacts with participating organizations. About ten percent of students got part-time jobs while completing their degrees, while another 12 percent were invited to join their practicum firms full time after graduation. A few students (about ten percent over a five-year period) were hired as temporary free-lance consultants, to attack one or more specific problems; usually shortly after they'd conducted the "practice" analysis. Another 20 percent of graduates reported having received bonuses, special recognition, raises or promotions, on the basis of recommendations submitted, which resulted in quantifiable improvements in the employing firms' systems, procedures, productivity, communications, cost-savings or money-management picture, etc.

Procedures. With student interest piqued about the possibilities of working for a consulting firm, and/or starting one of their own, this investigator initiated a survey of management consultants in the Rocky Mountain region. Subsequently, with a sabbatical-leave opportunity to work with a New England consulting firm, and then with other consulting groups based in Phoenix and Tucson, data obtained from questionnaires, interviews, and observations were collected, summarized, analyzed, and made available for classroom instruction and student advisement.

The checklist questionnaire was initially adapted from data found in New Venture Creation: A Guide to Small Business Development (Timmons, Smollen, and Dingee, 1977). Additional recommendations were provided by three Denver consultants, with the instrument thereafter revised.

The Consultants and Consulting Organizations Directory (5th edition, 1982), plus annual supplements, were used, as well as the Yellow Pages directories for Denver, Phoenix, and Tucson, in selecting the sample population to survey by questionnaire. Descriptors used to access the population, by Yellow Pages subjects, included: consultants, communication consultants, educational

consultants, management consultants, personnel consultants, employment training services, training programs. Omitted from the potential population were those firms who specialized in fields for which our graduates obviously had no training. The omitted group included consultants with specialities represented, among others, by these: medical, psychiatric, CPA accountancy, technical and industrial manufacturing, and the like.

The first survey included 75 questionnaires mailed to Denver, with 18 (24%) returned by the post office, marked "Moved, no forwarding address;" an indication that these firms had gone out of business. Of the remaining deliverables, 35 (61.4%) were returned, with career-usable data on 20. While in the Southwest (Winter 1985), a telephone survey preceded the mailings in Phoenix and Tucson, to ascertain appropriateness of the firms' type of consulting/training to this study. Thereafter, 30 questionnaires were mailed in each of these two cities; with 26 (Phoenix) and 21 (Tucson) returned. Of these, 20 from each city seemed to have the most comparable/usable data to that obtained from the Denver survey; producing 60 questionnaires total to submit to analyses.

Supporting data were obtained through interviews with consultants, and observations of consulting techniques and entrepreneurial problems, as interpersonal opportunities occurred through the investigator's participatory and interaction experiences with consultants in New England and the Southwest. Data obtained from the 60 usable questionnaires were used in constructing the interview sheet, for performing the statistical analyses, and to use in fleshing out the mailed responses for more in-depth understanding of issues, entrepreneurial and consulting challenges, and for developing a reliable database of related career-advisement information.

Data analyses and instrument(s). Significant differences between and

among questionnaire/interview checklist responses were determined at the .05 level, using the chi-square test. The SPSS package was used, not only to summarize data (totals, percentages, means, etc.), but also to conduct cross-tabulations of selected demographic data with consulting-training and entrepreneurial factors (see Null Hypotheses).

The survey and interview instruments included checklist questions related to firm demographics and entrepreneurial challenges, including (1) state, (2) sex of owner/manager, (3) branch, headquarters, or single operation, (4) organizational structure of the firm, (5) number of years in business, and (6) number of consultants-trainers and other employees; with checklist and open-ended statements addressing (7) education and experience of consultants-trainers, (8) type of consulting or training offered (by directory-listed categories), (9) intended or typical clients, (10) delivery methods, (11) advertising/marketing strategies, (12) how fees are determined. Open-ended questions invited responses regarding qualifications and attributes required or preferred, when hiring junior consultants or taking in a partner (associate); what entrepreneurial and other problems consultants-trainers face; and what advice respondents would give to people interested in breaking into the field. (See the Appendix for the complete questionnaire.)

Definitions

Terminology, as pertinent to this investigation of consultants-trainers and consulting-training opportunities, are defined as follows:

Communications: the art and technology of communicating; transmitting and receiving, feedback; the exchange of ideas, messages, thoughts, and the like, as by speech (oral/verbal), signals (nonverbal and/or via telecommunications), and writing.

Consultant: anyone who can and does render advice and/or related ser-

vices in any skill area of at least a quasi-professional nature, at some fixed fee or rate, on a contractual basis. Ordinarily the services and skills/knowledge required are somewhat specialized and not commonly available. "Only rarely can consultants command substantial fees for advice alone; most clients want work done" (Holtz, 1983).

Consulting: any form of providing help on the content, process, or structure of a task or series of tasks, where the consultant is not actually responsible for doing the task itself but is helping those who are. The two critical aspects are that help is being given, and that the helper is not directly responsible within the system (a group, organization, or family) for what is produced (Steele, 1975).

Enterprise (business): an undertaking, especially one which involves activity, courage, energy; an important or daring project, the character or disposition that leads one to attempt the difficult, the untried. A business enterprise is any operation in which one engages for the purpose of making money (although many entrepreneurs have other motivations, in addition to or in lieu of the profit motive).

Entrepreneur: a person who organizes, operates, and assumes the risk for a business venture.

Human resource development (HRD): consulting-training services, often provided to/in large (and sometimes medium-sized) organizations to and about personnel at various levels; on, among other sub-topics: interpersonal effectiveness, human relations, time and stress management, communications (i.e., writing, speaking, listening, nonverbal), goal setting, career planning, management/executive development, sales training, supervisory training, quality circles, management by objectives, facilitative/participative decision making, employee-performance appraisals, employee salary administration, and so on.

Information retrieval: information-research services and management/consulting/training activities, including--abstracting, bibliographic compilation, database and thesaurus construction, document-delivery systems, editing, indexing, information-on-demand services, literature research, manual and online searching, tailored online systems and programming, turn-key information center installations, and related activities, including computer database searches.

Management consulting (general): the function of providing consulting and/or training services for managers and/or about management (functions); including but not limited to the act, manner, or practice of managing, handling, or controlling (something/anything); advising the person or persons who manage, or desire to manage, a business enterprise, organization, institution, association, agency, project, family, or personal life/career.

Office management: includes both the technical/technological and human sides of coping with management/supervisory issues unique to office settings and office personnel; including but not limited to: office automation and systems, and computer applications; information processing, retrieval, and transfer; records management; word processing; work and traffic flow; office layout; time-and-motion applications, and the division and specialization of labor and tasks. Also includes consulting-training topics representative of those under definitions of communications, HRD, PDM, and general management.

Participative management; participative decision making (PDM): a managerial practice that involves subordinates in decision making to the maximum degree feasible.

Small business: The 1980 White House Conference on Small Business decided that a small business is one that employs 500 people or less; other databases, such as the IRS's Statistics of Income, SBA's Small Business Data Base, and

the Bureau of the Census' Enterprise Statistics, also group small businesses into: (1) self-employed entrepreneurships/entrepreneurs, those with no employees, (2) those with 1 to 99 employees, and (3) those with 100 to 500 employees.

Task: used in a very global sense to include anything a person, group, or organization is trying to do; covers a range, including a corporation developing a market plan, a family trying to improve the way in which its members deal (communicate) with one another, or an individual trying to establish life/career goals. "Any of these tasks could be helped by consultation" (Steele, 1975).

Training: the act, process, or routine of one who trains (synonym, educates); and/or may include the development of instructional materials/curriculum; also, the methods/strategies used by consultants-trainers, which include but are not limited to offering training services in one-to-one or group settings, called seminars, workshops, lectures, classes (etc.); on any and every topic in which the consultant-trainer specializes or can obtain a reputation for, and thus a (paying) clientele.

People/firms call in or go to a consultant when they have problems they cannot (or don't want to) solve. As a result, some type of change is often needed; e.g., a change in procedures, policies, systems, methods, or behavior. Change also calls for new knowledge. But change, of any kind, can be painful. Change requires learning (and often unlearning). Both learning and unlearning take training.

II. RELATED LITERATURE

Database searches were conducted, and topical books accessed at the Universities of Arizona and Wyoming. Sub-categories of the topic, "Consultants-trainers and consulting-training," are addressed, as follows: (1) opportunities and preparation for consulting-training, (2) entrepreneurial issues in consulting, and (3) consultant-trainer activities and advice.

Opportunities and Preparation for Consulting

By the late 1970s consulting comprised a $32 billion industry. Using government data, Kelley (1981) found listings for 19,733 consulting firms. Venture magazine reported between 35,000 and 50,000 consultants working full-time, with upwards of 2,000 new consultants added each year. Business Week estimated that the number of consultants had tripled in the 15 years between 1965 and 1980. The number of part-timers, although unknown, reportedly double the number of full-time consultants. "Demand outstrips the projected supply," suggests Kelley, and further, he predicts that:

> Social and technological changes will ease entry into consulting. Home computers, cable TV, and the energy shortage will make it more practical for consultants to work at home. The specialization of knowledge and expertise is increasing, and it is widening the gap between specialist and generalist. As a result, the demand for specialists will increase--a boon for consultants.

The number of Human Resource Development (HRD) consultants is also increasing every year (Hurley, 1983). The eight components in the "miscellaneous business services" industry differ regarding the services they offer, the factors that have spurred their growth, their outlook for future growth, and the occupations of the workers they employ. First on Levine's list (1985) of services is: management, consulting, and public relations services.

Steele (1975) discussed the processes through which consultants learn from their professional experiences. "By learning, I mean developing new skills, new views of cause-and-effect relationships, and new attitudes toward people, events, and oneself." He categorizes learning topics, as: the process of consultant learning; existential dilemmas or polarities which can block learning; means of diagnosing one's own learning style; and personal steps which can be taken to enhance learning from experience.

Nearly a decade ago an Interface writer (1977) suggested that:

> Greater cooperation between corporations and campuses can happen, using a variety of interface techniques, including the use of student internships, cooperative education and career-exploration/counseling activities, and sending students out to counsel business. Professors and instructors can also seek temporary placements and consulting opportunities in business and industry, as a means of keeping in touch with the work world and the changing practices and needs of business.

New business start-ups occur at the rate of about 8400 per week (Cooper, 1985); with an estimated two out of three firms closing their doors within four years of their founding. Small businesses may have founders who have technical skills such as being able to style hair or repair automobiles, or do electrical contracting, but little background in accounting, management, or marketing. Opportunities thus exist for consultants with the needed expertise to provide advice and assistance to small-business owners.

Rabe's handbook (1958) focused on training possibilities to meet the dollar needs of older persons; for example, stenography, home-companion training, housekeeping/cleaning, and home-based entrepreneurship. Although somewhat outdated, strategies for providing services to adult learners endure. The manual can be used by trainer-consultants who organize to facilitate training, and also by the trainees.

Early retirees often need help in adjusting to retirement (avoiding paranoia, uneasiness, and a deep need to be needed), as well as needing

additional income. Consulting/training offers one avenue of using one's expertise. DeBari (1985) recommends, "find a void to fill where expertise will be appreciated and contacts utilized."

> In Phoenix and Tucson, the Appropriate Management Services Group (AMSG) is comprised of a "talent bank" of retired and semi-retired specialists who are assigned, individually or using the team approach, to tackle client problems. In Phoenix, the group numbers 114 members, representing 3500 years of experience in as many as 30 fields of business, industry, and education. AMSG offers clients two fee options; monthly retainer, based on the number of hours worked and the scope and depth of assignments, versus a project rate (based on interviews and the investigator's participatory experiences, winter-spring 1985).

The professor's decision to consult brings with it omitting some other work (and recreational) activity, according to Sennetti (1981), such as the researching and writing of academic articles. The reward comparisons between private, fee-paid, outside consulting and scholarly research activities include many variables other than those of financial expectation; e.g., including high inflation, high returns (from consulting), and low salary raises that may constrain scholarly research work.

Of 100 personnel directors in the top Fortune-500 companies surveyed, 75 responded to Hartranft's study (1966); with 50 percent reporting that they offered their employees training in speech communications. Hartranft investigated (1) the types of speech-communication instruction used in business and industry, and (2) the criteria by which business and industry select consultant-trainers.

> Only six of the 75 respondents used internal consultants, compared to going outside of the firm. Committee and conference leadership were judged the most important areas of study. A comparison with a similar study (Hicks, 1954) indicated that corporate speech-communication training programs had changed very little between 1954 and 1964.

Management consulting is a human activity, since the work of management is to "manage a network of power relationships that determine the success of the enterprise." Nevertheless, according to Fegley (1984), public relations consultants must also become very familiar with the new communications media

to assist management in getting their work done. For example, although almost everyone is aware of the computer "revolution," the top managers of business, universities, government, and elsewhere are not moving these computers into their offices. The new electronic machinery is designed to transmit data, not wisdom. Thus the informed consultant can provide the link between technology and the human side.

Moore (1984) draws comparisons between consulting in scientific management (early 1900s) as applied to industrial and manufacturing processes with that of applications that can be made in the office, including: time-and-motion studies, task analyses, specialization and division of labor, etc. With the growth of sociological and psychological approaches to human relations, communications, human resource development, and management, "many more opportunities for a variety of consultants exists."

Entreprenerial Issues in Consulting

When would-be consultants decide to go out on their own as external consultants, they must choose the method of transition--leaping versus sliding," says Robinson (1984). Leaping is a sudden, decisive, and full-time move, while sliding is a controlled, less dramatic, slower way of starting part-time first. Robinson recommends defining security needs. For instance, one must:

> (1) have enough money to live for several months without making a profit, (2) live with the uncertainty of not knowing when the next job will come along, and (3) deliver what is asked. Next, after security, the potential consultant should make a realistic self-assessment concerning affiliation and recognition needs and marketing, selling, and business skills.

Successful consultants, according to Neighbors (1980), usually enjoy their work, are business oriented, work well with others, are well organized, and are creative.

The first step to becoming a consultant is finding a market for one's

> salable skills. Next comes marketing oneself and finding clients; located, possibly, through former employers and associates, acquaintances, companies' personnel directories, telephone directories, magazines, professional and technical societies, and government publications. Once under contract, many consultants succeed by simply doing the same type of work they once performed in a typical employer-employee relationship.

"Specialization and self-promotion are the two keys to being a top consultant" says Mandel (1984). The market for consultants exists and is growing. "Conduct a self-examination before promoting yourself as a consultant. Specialize; but there must be enough market demand to generate growth; and, you must possess the necessary skills and experience." Consultants must also possess certain personal characteristics, including empathy, inner security, and marketing ability.

Says Holtz (1983), "You must know what the client expects and wants to see--that is, the image you must project. . . . troubleshooter and problem solver, father confessor, extra hands and feet, resident sage, guidance counselor, teacher-trainer, or anything else." And also, that:

> Your success in marketing depends almost exclusively on two factors: (1) how accurately you have evaluated the image you must project and succeeded in projecting it, and (2) how effectively you have convinced the prospective client that you are exactly what he or she is looking for.

Kelley (1981) defined various types of clientele, as those who:

- need extra help for a period of time
- need specialized expertise unavailable within the organization
- cannot or will not go to an insider
- need an outsider's evaluation of their company's performance, plans, decisions, or internal conflicts
- need someone to take the "political heat" in sensitive areas
- need someone to rescue them from losing their jobs or ruining their careers
- experience "sudden availability" of funds--such as government agencies and people having government contracts
- need stimulation or specialized training
- are going bankrupt and have nothing to lose by calling in a consultant.

According to Thomson (1980), "Initially, the potential for high salaries, high visibility, varied assignments, and immediate opportunities to apply technical and human skills are attractive incentives to choose a career in

consulting. Unforeseeable frustrations include:

> Clients are unwilling, unable, or unsuccessful in applying the consultant's recommendations. Improper approaches account for some of this frustration. Time-consuming initial operational studies and analyses, during which time clients see no tangible results, can lessen confidence in the consulting profession in general, and the immediate consultant in particular.

To circumvent such problems and a potentially negative image, Thomson recommends that consultants: (1) aim for a modest goal that can be attained immediately, which manifests tangible positive results; and (2) focus on the client's capacity to apply and maintain the recommended objectives on his or her own. Successful, educational experiences can result for both consultant and client.

An interview with a Tucson consultant resulted in this advice:

> The consultant must understand how the business is run and how the disparate operations of the various company departments function; balancing the employee's well-being with the concern of the company for profits. The successful consultant knows how all the various departments operate and can mesh them into a single, productive unit.

Ashmore's entrepreneurship module (1983), designed for advanced secondary, postsecondary and adult students, focuses on two topics: (1) identifying the technical assistance needed by entrepreneurs, and (2) determining what technical assistance they need. Students select a business to plan and organize for subsequent implementing and controlling.

One of many entrepreneurship manuals, each addressing a single type of business, AEA's business manual no. 71 (1982) focuses on offering seminars and workshops, conferences and training sessions. A full menu of entrepreneurial issues and problems is offered, including how to facilitate sessions by using speakers/trainers under private contract, and also conducting sessions oneself. Other self-help books, specifically written for the new or would-be consultant, include those by Fuchs (1975), Holtz (1983), Hunt (1977), Kelley (1981), Moore (1984), and Steele (1975). Books directed to the

clientele in how to make best use of consultants, which provide another needed perspective to consultants, include books by Easton and Conant (1985) and McGonagle (1981).

Holm (1972) described what a consultant does and how one goes about getting a job as a communication consultant in business and industry. The four duties of the consultant include: (1) analysis or diagnosis of the clients' problems, (2) prescription of a training design or corrective measures for these problems, (3) implementation or teaching of these strategies, and (4) evaluation of the activities in relation to their success.

"Producing an honest, unbiased report is the consultant's goal, whether working alone or in close contact with the client," says Crawford (1985). However, liability for recommendations is becoming more of a problem, particularly for security consultants; hence, the need for liability insurance when dealing with investigations.

An interview conducted with an Arizona security consultant revealed that:

> many companies are using consultants to investigate security problems; primarily regarding employee honesty and internal suspicions or outright discrepancies. The Phoenix-based consultant works with any and every type of industry, and the investigative strategies are many and diverse.8

Consultant Activities and Advice

Fuchs (1975) describes his first consulting job:

> Having just hung up my shingle, I pondered how I would get started in this field. Strange, I mused, that to be a consultant a person does not need a degree or certification; need not have proven experience, or executive position in industry, or large capital investment. Yet, consulting is one of the highest-paying professions in the U.S. (The fee for many assignments runs to five figures, and some fees eventually reach the hundreds of thousands.) My first potential client posed these questions: What exactly can you do for me? How will it help me out? What will it cost? How long will it take?
>
> My head was spinning. I wanted that first job! "$500 dollars for five days' work. This will include a complete study of your plant operations--offices as well as factory--and a written report covering each recommendation in detail. Also, if you accept my proposals, I'll design the forms, write the procedures, instruct your people, and get the system

started."

> Just as with any other business, management consulting can be successful if one sells a quality product (service), at a competitive price, on time, and backed by reliable service. Sure, in the beginning I "worked my tail off" for less money, in order to establish myself. I needed the referrals. My completed assignments had to sell my services--and that's the way it should be.

Peter Hancock (1984), a consultant with Time Manager International, has traveled worldwide to train nearly 37,000 British Airways staff in providing better customer relations and better relations among themselves. (Hancock's definition of the "double bagger," is the checkout-bagger who "goes that extra mile in double-bagging grocery sacks to protect the customer's goods and thus provide extra service.") Hancock promotes the double-bagger way of private and professional life by teaching people to manage time and stress. He reveals to people the power of their brain, inculcates the development of human relations skills, and motivates them.

Peter LeVine's firm specializes in investigating a prospective employee's résumé and background (Hall, 1982). LeVine conservatively estimates that misleading or untrue information appears in over one-quarter of all résumés submitted. He checks former employers' business associates, and educational institutions, and often gets further leads from these sources.

> Business is good, because companies that pay large salaries are having prospective employees checked more thoroughly before hiring them. They also hire consultants to perform this service, to save time and also because the consultants are unbiased outsiders."

According to Evans (1982), "the Canadian recruiting business is in poor shape. . . . Recruiting companies lack professionalism. There is no governing body to establish standards." Conversely, "a consulting service may provide fewer job leads, but they will be in the person's field."

"Career counseling can be examined in a healthy, positive, growth-oriented light; involving one person, the client, contacting another, the career counselor (consultant)," says Kneeland (1980). Standard features that

career counselors provide include: (1) initial orientation, (2) preliminary interview, (3) psychological testing, (4) do-at-home exercises, (5) integrative follow-up, and (6) a final written report. Career counselors force clients to spend time on themselves, to structure and organize their thinking, and to hear an outside view of themselves. Counselor-consultants help their clients by providing sound, practical, job-hunting guidance.

Junior or associate consultants, responsible to a psychologist consultant, coordinate testing and career-assessment strategies used with corporate employee clients. According to Wedderburn (1983), the senior consultant develops psychological measures of ability, interest, and personality; decides what tests to use, when to develop new methods, and trains junior consultants and company psychologists/users in organizational development.

> In New England, the Center for Constructive Change offers workshops, seminars, and related publications on managing by objectives and results. Their advertising is directed to, and their clientele includes, businesses, institutions, government and education agencies, and individuals designated as managers, employees, and family members. The Center's change model is "a positive, result-oriented planning system that," many seminar participants have claimed, via their follow-up evaluations, "is useful both personally and professionally" (from participation/interviews).

Steele (1975) also purports: "I tend to emphasize consultation that is aimed at some improvement in the future functioning of the client system, rather than simply at getting the immediate task completed satisfactorily." He believes that the total impact of the consultant's contribution is greater if it is cumulative, due to improved process or structure, than if it is specific to only one task at one time.

Three consultants, from America, Belgium, and Australia, discussed the need for communications training/consulting in international companies at an international conference held in Acapulco (1980). Tubbs reported on cultural differences and the need for:

cultural accommodations, communications training, factors involved in

> becoming a successful international organizational consultant, the examination of a hierarchichal model that can help consultants diagnose organizational problems, and specific consultant intervention behaviors that follow from such a diagnosis.

Alexander (1983) says, "The impetus to offer career-development workshops at major corporations comes from the new players in the corporate environment--women and minorities.

> Some consultants study the operation of a company and design programs to help employees better understand the needs of their employers. Consultants also help management see that developing an effective management pool among minorities/women is profitable and productive. Consultants also design programs to help employees compensate for not having a mentor and to plan their career steps.

Hunt (1977) predicted that with new and emerging technologies, and the resulting changes in organizational procedures and practices, that young people interested in a consulting career, and who also are flexible and trainable (able and willing to change), should be able to carve out a niche for themselves in consulting.

> A good way to enter the profession is through knowledge and experience in these (new and emerging) disciplines. . . .when added to the native capabilities, disposition, desires, and tendences required to be a consultant should produce a well-qualified candidate for a consulting career.

Management consulting has also long been a springboard to lofty corporate positions for men; and now women, too, are using the consulting vehicle to learn a great deal in a short time, as one experience-getting avenue (1981).

> Consultants become adept problem-solvers and quick studies of many subjects. Some women move to the field directly from business school, while others get industry experience first. Women who stay too long in consulting risk pricing themselves out of the market for line positions. In general, management experts believe that the world of consulting helps women learn the psychological skills that senior line managers need."

III. FINDINGS

The null hypotheses were used as a basis for collecting, summarizing, and analyzing data. Following a determination of totals, percentages, means, and rank order, a cross-matrix analysis was conducted to draw comparisons regarding questionnaire/interview checklist items with, and between: Arizona and Colorado consultants, male-headed and female-headed firms; and background, organization structure, number of years in business, and number of consultants and other employees. A chi square test of independence to determine the .05 level of significant difference was also used.

Demographics

The metropolitan telephone Yellow Page directories were used to verify current operation of the firms listed in the consultants' directory (1982, with annual supplements). However, with the initial Colorado survey, 24 percent were returned from the post office marked undeliverable. In Arizona, a telephone survey preceded the questionnaire mailings. Using a 20-firm figure, per city, one-third of the eventual respondents represented Colorado and two-thirds, Arizona.

Of the 60 total consulting-firm owners/managers surveyed and/or interviewed, 41 (68.3%) were male and 19 (31.7%) female; as follows: Arizona, male, 26 (65%), female, 14 (35%); and Colorado, male, 15 (75%), and female, 5 (25%).

Background (education, experience). Table 1 gives the rank order of the questionnaire/interview responses regarding background, with a breakdown by Arizona and Colorado. A total of 29 (48.3%) consultants had a business-

related degree; 9 (15%) a specialty degree; e.g., engineering, computer science, psychology or psychiatry, with license, certificate, etc; 13 (21.6%) had a college degree, not related to the consulting or specialty field; and 9 (15%) left this section blank, or "no college degree" apparent.

Table 1

Education and Experience(s) of Consultants-Trainers, Rank ordered, by Sub-category, with Arizona and Colorado Comparisons

		Total*		Arizona**			Colorado***		
Rank	Categories	No.	%	Rank	No.	%	Rank	No.	%
	EDUCATION								
1	Business-related degree	29	48.3	1	22	55.0	1	9	45.0
2	College degree (non-related to specialties)	13	21.7	2	8	20.0	2	5	25.0
3	Specialty-related degree	9	15.0	3	6	15.0	3	3	15.0
4	No degree stated	9	15.0	4	6	15.0	4	3	15.0
	EXPERIENCE								
1	Communications	39	65.0	1	28	70.0	1	11	55.0
2	Management/supervision	36	60.0	2	27	67.5	2	9	45.0
3	Related field	31	51.6	3	24	60.0	3	7	35.0
4	Counseling	14	23.3	4	10	25.0	4	4	20.0
5	Training & development (Co)	13	21.7	4	10	25.0	5	3	15.0
5	Classroom teaching	13	21.7	5	9	22.5	4	4	20.0
6	Internal consultant (Co)	6	10.0	6	6	15.0	7	0	0.0
	Entrepreneurial (prior)	6	10.0	7	4	10.0	6	2	10.0

* total n = 60
** Arizona n = 40
*** Colorado n = 20

Fourteen (23.3%) had some sort of prior experience in counseling/consulting; 6 (10%) had served as an internal company consultant or trainer. Six

(10%) had also had prior entrepreneurial experience.

Thirteen (21.7%) were former classroom teachers. As noted from questionnaire and interview comments, the teaching degrees varied, from elementary education, to English, math, and business education. Four of the former teachers also had master's degrees in guidance and counseling and had served in some related capacity that combined the two fields.

Organizational structure. Table 2 depicts the dispersion of firms by legal organizational structure, with a comparison of Arizona with Colorado firms. When totaled, the majority were incorporated. In Arizona, an equal number of firms were corporations and sole proprietorships (17 each, 42.5%, or 85% total); but in Colorado, the partnership (with 10, or 50%) predominated.

Only 7 (11.7%) of the total operated as, or had, branch offices. Of these, three had branches or headquarters in foreign countries--Japan, Mexico, and Taiwan; and the remaining four were U.S. corporations, with headquarters and other branches operating out of Chicago, New York, Philadelphia, and Washington, D.C.

Table 2

Legal Cranization of Arizona and Colorado Firms

Rank	Categories	Total		Arizona			Colorado		
		No.	%	Rank	No.	%	Rank	No.	%
1	Corporation	23	38.3	1	17	42.5	2	6	30.0
2	Partnership	16	26.7	2	6	15.0	1	10	50.0
3	Sole proprietorship	21	35.0	1	17	42.5	3	4	20.0
	(Branch office)	(7)			(5)			(2)	

Number of years in business. Table 3 depicts, in rank order, the number of years both Arizona and Colorado firms had been in business. In first place were 22 (36.7%) firms operating three years or less. For the total group, 26 (43.3%) had been in business 4 to 10 years (13 each, for the categories, 4-6 years and 7-10 years), but only three (5%) for more than 20 years. The rank order changed, when data from Arizona and Colorado firms were summarized separately; no Colorado firms surveyed had been in business over 20 years.

Table 3

Number of Years Firms had been in Business

Rank	Categories	Total No.	Total %	Arizona Rank	Arizona No.	Arizona %	Colorado Rank	Colorado No.	Colorado %
1	0-3 years	22	36.7	1	14	35.0	1	8	40.0
2	4-6 years	13	21.7	2	9	22.5	3	4	20.0
2	7-10 years	13	21.7	3	8	20.0	2	5	25.0
3	11-20 years	9	15.0	4	6	15.0	4	3	15.0
4	over 20 years	3	5.0	5	3	7.5	5	0	0.0

Number of consultants and other employees. There was no significant difference between legal structure and number of employees, nor when comparisons were conducted between number of employees in business and the number of consultants and other employees in respondent firms. The same rank order as found with the total group also applied to Arizona when calculated separately; but, in Colorado, no firms had more than 10 total employees.

The majority of total firms (43, or 71.7%) had from one to three persons. Generally, the comment and interview responses described these firms as a "one-to-two member professional operation, with a part-time or full-time

office assistant." Non-consulting-training personnel, primarily office positions, had job titles of: secretary, bookkeeper, receptionist, or a combination thereof; i.e., "general office," "Gal Friday," etc. (See Table 4.)

Table 4

Number of Consultants/Other Employees in Firm

Rank	Categories	Total		Arizona			Colorado		
		No.	%	Rank	No.	%	Rank	No.	%
1	1 to 3	43	71.7	1	28	70.0	1	15	75.0
2	4 to 6	9	15.0	2	6	15.0	2	3	15.0
3	7 to 10	6	10.0	3	4	6.7	3	2	10.0
4	11 to 20	2	3.0	4	2	3.0	4	0	0.0
5	over 20	0	0.0	5	0	0.0	5	0	0.0

Type of Consulting-Training Offered

Of the 135 subject/topical categories listed in the Consultants and Consulting Organizations Directory, 23 were chosen as possibly representative of those speciality/general areas in which business educators and their graduates could find consulting-training opportunities. Table 5 compares Arizona and Colorado activities on the type of consulting-training offered.

Table 6 also lists the categories, except with this rendering, the types of consulting-training are grouped by topical relatedness. With Table 6, male-headed and female-headed firms are also compared, and the rank order is given regarding emphases of service offerings.

Table 5

Type of Consulting-Training Services offered
A Comparison of Arizona and Colorado Consultants, by Categorical Rank Order

Rank	Categories	Total No.	Total %	Arizona Rank	Arizona No.	Arizona %	Colorado Rank	Colorado No.	Colorado %
1	Management, general	42	70.0	1	26	65.0	1	6	30.0
2	Communications	16	26.7	3	10	25.0	1	6	30.0
	Computer	16	26.7	3	10	25.0	1	6	30.0
	Human relations	16	26.7	3	10	25.0	1	6	30.0
	Public relations	16	26.7	3	10	25.0	1	6	30.0
3	Executive development	14	23.3	3	10	25.0	2	4	20.0
4	Information retrieval	13	21.7	4	9	22.5	2	4	20.0
	Personnel (HRD)	13	21.7	2	11	27.5	4	2	10.0
5	Career guidance	11	18.3	6	7	17.5	2	4	20.0
	Counseling	11	18.3	8	5	12.5	1	6	30.0
	Small-business mgt/devel	11	18.3	5	8	20.0	3	3	15.0
6	Educational	10	16.7	5	8	20.0	4	2	10.0
	Employee selection	10	16.7	5	8	20.0	4	2	10.0
	Employee training	10	16.7	5	8	20.0	4	2	10.0
	Office management	10	16.7	5	8	20.0	2	4	20.0
7	House publications	7	11.7	7	6	15.0	5	1	5.0
	Records management	7	11.7	7	6	15.0	5	1	5.0
8	Women	5	8.3	9	3	7.5	4	2	10.0
9	Sales training	4	6.7	9	3	7.5	5	1	5.0
10	Employee benefits	3	5.0	10	2	5.0	5	1	5.0
	Minorities	3	5.0	10	2	5.0	5	1	5.0
	Recreation (retirees, leisure-time, etc.)	3	5.0	10	2	5.0	5	1	5.0
11	Business forms	0	0.0	11	0	0.0	6	0	0.0

Table 6

A Comparison of Consulting Activities, Using Categorical Relatedness and Firms Headed by Males and Females, in Rank Order

DIR. NO.	Category	Total Rank	Total No.	Total %	Males* Rank	Males* No.	Males* %	Females** Rank	Females** No.	Females** %
16	Career guidance	5	11	18.3	7	8	19.5	5	3	15.8
26	Counseling	5	11	18.3	8	7	17.0	4	4	21.1
88	Personnel (HRD)	4	13	21.7	3	12	29.3	7	1	5.3***
31	Educational	6	10	16.7	9	6	14.6	4	4	21.1
33	Employee benefits	10	3	5.0	11	3	7.3	8	0	0.0
34	Employee sel/training	6	10	16.7	7	8	19.5	6	2	10.5
40	Executive development	3	14	23.3	4	11	26.8	5	3	15.8
118	Sales training	9	4	6.7	11	3	7.3	7	1	5.3
20	Communications	2	16	26.7	5	10	24.4	2	6	31.6
55	House publications	7	7	11.7	9	6	14.6	7	1	5.3
56	Human relations	2	16	26.7	4	11	26.8	3	5	26.3
100	Public relations	2	16	26.7	2	14	34.2	6	2	10.5
83	Office management	6	10	16.7	8	7	17.0	5	3	15.8
15	Business forms	12	0	0.0	12	0	0.0	8	0	0.0
22	Computer (WP, etc.)	2	16	26.7	5	10	24.4	2	6	31.6
61	Information retrieval	4	13	21.7	8	7	17.0	2	6	31.6***
107	Records management	7	7	11.7	10	4	9.8	5	3	15.8***
123	Small-business mgt/devel	5	11	18.3	6	9	21.9	6	2	10.5
72	Management, general	1	42	70.0	1	30	73.2	1	12	63.2
108	Recreation (retirees, etc)	11	2	3.0	12	1	2.4	7	1	5.3
79	Minorities	10	3	5.0	11	3	7.3	8	0	0.0
135	Women	8	5	8.3	12	0	0.0	3	5	26.3***

* males, n = 41
** females, n = 19
*** significant difference at the .05 level

No significant differences occurred, when number of years in business was compared with the type of service(s) offered; nor when consultants' background was compared with the type of services offered.

Differences were evident, at the .05 level of significance, when male-headed and female-headed firms' services were compared on the type of services offered; namely, on Information Retrieval, Personnel, Public Relations, and Women. No firms headed by men provided services unique to women's issues, although no firm excluded clients on the basis of sex (or race, age, handicap, religion, etc.).

Although not significantly different, patterns nevertheless emerged regarding typical services offered by males versus females, as shown in the rank ordering of categories in Table 6. Such difference patterns also emerged from interview statements. Female-headed firms ranked these topics higher than their counterpart male-headed firms: Communications and Computer, including word processing applications (2 vs 5); Counseling and Education (4 vs 8 and 9); Records Management (5 vs 10); and Office Management (5 vs 8).

No firms, among the sample population, offered services related to Business Forms. The three male-headed firms whose services specifically dealt with minorities were those associated with Indians and the Bureau of Indian Affairs (BIA); two of which were located in Arizona, and the other in Colorado.

Type of Clients Served

Because no firm discriminated against specific populations (or would admit to doing so), all firms (100%) checked both Minorities and Women among their "typical" clients (see Table 7). This checklist item thus produced, probably, the least reliable data. Although the statement asked for typical clients, by rank order, a majority of respondents merely checked the Yes column. Interviews produced a logical rationale; namely, "whoever can benefit

from our services, and pay for them, we're willing to serve"; and, also,

> We don't discriminate between and among the public or private sector, groups or individuals, managers/administrators or employees. However, we usually deal directly, and most often, with managers/owners--those who bring us in and pay the bill. Thereafter, we meet with employees/individuals, as appropriate to the consulting (or training) project design.

Table 7

Type of Clients/Clientele Served

Rank	Categories	Total No.	Total %	Arizona Rank	Arizona No.	Arizona %	Colorado Rank	Colorado No.	Colorado %
1	Minorities	60	100.0	1	40	100.0	1	20	100.0
	Women	60	100.0	1	40	100.0	1	20	100.0
2	Managers/owners	59	98.3	2	40	100.0	2	19	95.0
3	Private sector	58	96.6	2	39	97.5	2	19	95.0
4	Public--government	51	85.0	3	35	87.5	4	16	80.0
5	Education	49	81.7	5	32	80.0	3	17	85.0
	Non-profit associations	49	81.7	4	33	82.5	4	16	80.0
6	Groups	43	71.7	6	30	75.0	5	13	65.0
7	Employees	36	60.0	7	25	62.5	6	11	55.0
8	Individuals (lay people)	28	46.7	8	20	50.0	7	8	40.0
9	Families	10	16.7	9	8	20.0	9	2	10.0
10	One-industry specialty	6	10.0	10	3	7.5	8	3	15.0

The last three rank-ordered items are possibly the most accurate (individuals, 46.7%; families, 16.7%; and one-industry speciality, 10%), as found from the in-depth interviews and the investigator's interaction/participatory experiences. That is, career counseling is directed to individuals (lay people), as is counseling-training devoted to individual goal setting and decision making. Communications and behavior-modification programs, in some

cases, were advertised to families as well as other organizational units. Also, some consultants-trainers, because of their background or their company's success record in gaining contracts within one industry, delimited their services therein.

There were no significant differences on the type of clients served when comparisons were made between Arizona and Colorado, males and females, consultant background, organization structure, years in business, or number of consultants and other employees.

Delivery Strategies

All (100%) consultants-trainers responded that they work one-to-one with clients, while 43 (71.7%) also work with groups, in consultation settings, or by discussion/seminar arrangement. Except when consulting with lay-people individuals and family members, consultants also work both at their clients' sites and elsewhere, usually in their own offices/homes or out collecting data or conducting some other form of research activities.

Marketing Strategies

Several consultants-trainers referred to their marketing program (i.e., advertising, sales) as "a necessary evil." By contrast, those with marketing background, who also offered typical marketing services (e.g., marketing research, opinion polls, and sales training) appeared, from their written and verbal comments, more comfortable with the marketing aspect of entrepreneurship.

"No clients, no income; no profits, and kapoot, you're out of business!" said one interviewee.

The rank order of marketing strategies used, with no significant differences evident on any of the cross-matrix comparisons or chi-square applications were as follows:

1. Listing the firm in the Yellow pages in the telephone directory(ies) that service the geographic region in which the firm operates, to which consultants-trainers are willing and able to travel.

2. Listing the firm and its services in the Consultants directory(ies).

2. Word-of-mouth and referrals that come from building goodwill and a dependable reputation.

3. Personal calls and walk-in visits, to contact potential clients (otherwise known as "prospecting").

4. Joining associations, taking an active role, including attending meetings (and committee sessions) where prospects are likely to convene and interact ("seeing and getting seen," "knowing and getting known").

4. Advertising in journals--trade and/or professional--typical of the clientele readership.

5. Getting on conference/convention programs as a speaker; those programs typical of clientele-association membership, and/or any others where the typifying clientele are likely to attend.

5. Developing and printing brochures; using mass mailings and individual mailings to prospective clients.

6. Publishing; e.g., writing articles, even a book, and marketing the publication--following through with various magazines, journals, publishing houses, to see that descriptive efforts and services are publicized to the typical clientele.

7. Responding to RFPs ("Requests for Proposals"), available from government agencies--including national and state departments of education--foundations, etc.

8. Classified advertisements, published in newspapers and/or trade magazines and professional journals, publicising services and (sometimes) the

typical clientele who can benefit.

Determination of Fees

The majority of respondents checked Yes to most of the checklist items, with the exception of "what the traffic will bear," although in person, some consultants-trainers were more candid. Responses are rank ordered, as follows:

1. Time, plus expenses
1. Flat rate (by job)
1. Flat rate (by the hour or day)
2. Estimate and negotiate
3. Comparable rates/fees
4. Based on the experience (and "quality") of the consultant

Comments:

"Counselors in our field charge from $30 to $60 an hour; we charge $50."

"We charge from $250 to $700 daily."

"We use a 'mystical' combination of staff hours and 'what the traffic will bear'."

"We charge the per diem accepted (in our field)."

"Any current market generally determines the hourly rate."

"We charge 2-1/2 times the salary earned by the client."

Problems Entrepreneurial Consultants-Trainers Face

The majority of respondents, in commenting on the open-ended Problem item, reported activities with the marketing program. "Identifying the market (potential customers; not just prospects) to keep the advertising budget under control and to make expenditures pay off" was the problem most-often given.

In rank order, the problems cited included:

1. Identifying the market (prospects, or potential clients)

1. Lack of time to prospect for clients

2. Selling the management concept to clients

2. Getting clients to cooperate in the project design (e.g., respond to advice and recommendations for change).

3. Getting access to internal/confidential data upon which to make assessments and recommendations.

4. Having to compete with government, and quasi-government agencies/institutions, and not-for-profit firms in getting government contracts and performing needed services.

5. Hiring junior consultants and/or taking on associates who do not live up to their responsibilities (or résumés/reference recommendations); e.g., "not dependable," "unwilling to hustle up their own contacts/projects," "not self-disciplined," "unrealistic," "not organized."

One respondent said, "We deal with schools and colleges and the demand is far greater than the supply! So we have little difficulty getting clients; we can't keep up with the number of contracts we could get."

Qualifications and Attributes Required or Preferred; and Advice to Aspiring Consultants-Trainers

Verbal and written comments dealt extensively with qualifications and attributes. Also, the open-ended statement that invited "advice you'd like to give aspiring consultants-trainers" either duplicated or referenced the qualifications and attributes the firm owners look for when hiring or taking in associates (partners). Hence, the rank-ordered lists that follow refer to both questionnaire/interview items.

Qualifications

1. Two or more years of experience in a related field; e.g., (a) working elsewhere as a consultant; (b) serving as a consultant, trainer, or developer

in a company, agency, or institution; and/or (c) work experience in the type of industry the consultant-trainer intends to serve or find typifying clientele.

2. Work experience in a variety of different firms and situations

3. Management/supervisory, communications, experience of various kinds and in different situations with a variety of clientele.

3. Two-to-three years experience in a specialty field (e.g., not "related" but specific to the industry, clientele, services, etc.)

4. Entrepreneurial experience; a chance to deal with and "see the whole picture."

4. Small-firm experience in several organizations; a chance to deal with and "see the whole picture."

5. Willing to and enjoy working long hours.

5. Able to meet people, "many different people, new faces, in different places."

6. We prefer to train, in our own way.

Attributes

1. Communications; verbal and written. Articulate; able to listen and give and invite feedback.

2. Public relations, human relations; able to meet and handle people; friendly, gregarious.

2. Poised, calm under pressure.

2. Flexible; trainable; able and willing to change, and to help others change (e.g.,"modify behavior," as well as make technological and systems/procedural changes).

3. Self-sufficient; able to take care of oneself, including living on a limited income until one has "generated his or her own income."

3. Able to take calculated risks; e.g., as when starting one's own

business and "investing one's own resources of money, time, expertise, and energy."

3. Ambitious; career-oriented; positive self-image; can "generate one's own feeling of a sense of worth, that he or she has something to offer."

4. Intelligent, good judgment; creative, innovative; a good problem solver.

4. Tenacity, follow-through; detail-oriented; ethical, high principles and standards.

4. Mature, well-adjusted; tact, diplomacy.

5. Aggressive, "go-getter"; able to make recommendations; able to give and receive negative feedback; able to take criticism.

6. Intuitive; e.g., "able to act on hunches--based on experience, of course."

Summary of the Findings

The following null hypotheses were not accepted, based on the findings where differences were determined at the .05 level of significance:

1. There was a significant difference in consulting-training services offered when men were compared with women, on topical categories of Personnel, Public Relations, Information Retrieval and Women specialties.

There was no significant difference on other service categories offered by consultants-trainers, but the data showed that a higher percent-tage of female-headed than male-headed firms offered communications, computer apppli-cations,including word processing, counseling, education, and office and re-cords management.

2. There was a significant difference between males and females in the type of clients served, in the single category of services designed to espe-

cially meet the needs of Women. (Although no female-headed firms offered consulting-training services specifically to Indians, the women did serve minorities, in general. A category, "Minorities" appeared in the consultants' directory, but not delineated for Indians alone; thus no significant difference between women and men appeared in the Minority category.)

The remaining null hypotheses were accepted. There were no significant differences on consultant responses when comparing Arizonians and Coloradoans, organizational structure, number of years in business, number of consultants/employees, or type of background (education and experience), with factors of:

1. marketing strategies,
2. fee-price structure,
3. qualifications/attributes required or preferred in junior or associate consultants-trainers,
4. problems stated regarding consulting entrepreneurial operations
5. advice given to aspiring consultants-trainers.

The sub-problem statements, or hypotheses, covering similarities between competencies of business educators and consultants-trainers (in some topical categories), and the need to investigate consulting-firm entrepreneurial problems and issues, are discussed in the summary.

IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This investigation was conducted to provide information about consulting-training as a viable part-time or ultimate career-goal option for business educators, classroom teachers, and their graduates. Data were gathered from a mail survey and interview responses from a total of 60 firms in Arizona and Colorado; and also from interviews, the investigator's participation/collaboration experiences with consultants, and a comparison of the literature on related topics.

Consultants and trainers work in business and industry as internal consultants, trainers, and developers. They are also employed as junior members of consulting-training firms; or they join a firm as an associate (partner), bringing with them a capital investment as well as competencies and skills; and, they also start their own firms, as sole proprietors or presidents of incorporated enterprises.

Advising/teaching and consulting/training involve similar skills, knowledge, and behaviors. Business educators develop curriculum, teach courses, and advise students; while company-employed and self-employed trainers develop learning materials, train clients in new coping behaviors and problem-solving cognitions, and provide consulting/counseling (advice).

Business educators and classroom teachers are, generally, skilled in using written, verbal, and nonverbal communications. They teach and/or use computer and word processing systems, office and records management, information retrieval, telecommunications, and a wide range of concepts and principles from the fields of accounting, business administration, economics, entrepreneurship, and management. So do some consultants-trainers.

Business educators frequently appear as speakers at meetings, conferences, and seminars; they write articles and, in some cases, books. So do some consultants-trainers. Business educators often write proposals to obtain funding for various research and service projects, using marketing strategies to sell themselves and their ideas. So do consultants-trainers.

Numerous business educators and classroom teachers "moonlight" in business/industry positions or operate their own businesses on the side. They also assume active roles in the business community and in business and professional associations. They keep up with trends in business, technology, office systems, and in educational and psychological theories and trends. University and college professors, community college instructors and secondary teachers, are also sometimes involved in providing counseling and training services to various non-student types of clientele.

When business educators, classroom instructors and teachers retire--especially when they take early retirement or are otherwise healthy and active--they may also want or need supplemental income and the opportunity to make worthwhile contributions to society--feel needed and useful.

Conclusions

The following conclusions are based on the findings, as well as on a comparison of the findings with the literature from the database search(es):

1. Although women consultants-trainers were found to be offering the same services as those that typified the men, there was evidence to suggest, including the only significantly different items in the study, that females are more likely to specialize in office management and information processing fields. There was also a strong pattern that indicated a tendancy toward counseling and guidance, communication and educational activities, as well as to provide services unique to women's issues and needs.

2. Consulting-training firms are typically small, with those of one to three professionals predominating; thus suggesting that opportunities for the aspiring consultant-trainer to get into business for oneself exist, and also that a comparatively small capital investment is needed.

3. Entrepreneurial problems and issues facing consultants-trainers (namely, those who are self-employed, sole proprietors, associates, or presidents of incorporated firms) are similar to those facing entrepreneurs in other businesses; particularly those in the service industry, where the marketing of self/ideas is critical to success. Marketing and fee-structuring issues are high among the problems consulting entrepreneurs face; which, according to the literature, are typical to entrepreneurial activities, wherever they are found and in any industry. The failure rate of consultant-training firms, for example, is similar to that found in other fields.

4. Many similarities occur between consultants-trainers and business educators on factors of: education, experience, skills, and competencies. Jargon differs, and so do the settings and the background, position, and type of clients; yet cognitions and behaviors could be readily transferable from one to the other field, and vice versa; providing business educators are interested, willing, and able to acquire the additional needed (possibly "essential") qualifications and attributes.

5. The differences most apparent, between consultants-trainers and business educators, relate to and depend upon the type and extent of business experience, including entrepreneurship, of business educators. The ability to take calculated risks, and an interest in and willingness to invest one's own resources of money, time, expertise, and energy, are key factors that differentiate business educators from consultants-trainers who are self-employed, heads of their own firms, or partners (associates).

A question arises about whether professionals--namely, business educators

and classroom teachers--have the entrepreneurial characteristics appropriate to succeed in business for themselves. The findings on attributes, as well as from the literature, imply that the following traits are essential to entrepreneurial success: independence and autonomy; self-confidence, self-assurance, maturity, and security; able to take calculated risks, and also to give and receive negative feedback; aggressiveness, assertiveness, and garrulousness. Although many business educators may have these attributes, the institional climate is not a setting that typically fosters or allows the development/exemplification of these entrepreneurial traits.

Recommendations

The following recommendations are based on the survey and interview findings, together with a comparison of the literature and the investigator's participatory/collaborative experiences with consultants-trainers in New England and Arizona:

1. Business educators, through classroom instruction and group and individual career advisement, can provide their students with information about, and practicum experiences in, consulting and training.

2. Practical experience with consulting and/or training can provide a climate in which business educators and/or their students can develop analytical, creative, and problem-solving competencies, particularly when the consultant-in-training (business educator/teacher or student) is exposed to the "whole picture"; e.g., the company and its products, services, personnel, communication and management patterns; and also how the technology is used to facilitate the effective flow and processing of information unique to any one organization.

3. Consultants-trainers, particularly those who are in fields or offer services related to the knowledge, skills, and competencies gained by business

educators/teachers, and their students, can provide recommendations and advice regarding course content, when asked to serve on advisory councils or committees; such advice to include entrepreneurship problems and challenges.

4. Business educators/teachers who need or want supplemental income, during the tenure of their profession, or upon leaving education or retiring from teaching, and who are also interested in the option of offering consulting-training, have additional career options to consider; namely, (a) joining a consulting-training firm as a junior professional employee, (b) entering a firm as an associate, investing personal resources in an already successful firm, (c) starting one's own firm, and/or (d) applying for part- or full-time work as an internal consultant or trainer and/or developer.

Recommendations for Further Study

1. This investigaton could be replicated, using other geographic regions and metropolitan areas. However, the interview method to substitute for or enhance the survey procedure is recommended as a means of interpreting responses and adding to the database. Also, the questionnaire, as found in the Appendix, should be modified; by adding to or adjusting the checklist items, using the findings and comments from this study as one criterion.

2. A study to identify business educators/teachers (former or current) who operate their own consulting-training firms and/or who provide their expertise as part- or full-time employees of such firms, should produce data specific to the background (education and experience) and competencies acquired from business education that are transferable to consulting and training.

3. An attitudinal study could be conducted, using the pre-post test of attitudes toward and interest in consulting-training as a career option. The post-test would be administered after providing career information and/or

practicum experiences, where consulting-training is provided to clientele other than institution-enrolled students.

4. An aptitude-based study could be coordinated with entrepreneurship education (course or unit), in which consulting-training is described as a potential service business. Aptitude analysis should help students determine if they have the attributes needed to succeed in entrepreneurship, and if the qualifications recommended (by respondents to this study) are worth acquiring.

5. A study to identify practicing consultants-trainers who have business-education background could be conducted to ascertain pertinence of the business education program to consulting and/or training. Some of the checklist items and categories used in this study, among others, could be utilized; for the purpose of providing business educators who contemplate leaving the profession with a database of alternate or supplemental career options.

NOTES

1 From a survey of Wyoming business education teachers' background and past and present business experiences; unpublished study conducted at The University of Wyoming, 1978-79.

2 Ibid., and from informal conversations with business teachers/educators at conferences and meetings; 1978-1985.

3 In Green Valley, Arizona, an "adult" community of about 12,000 population, 186 organizations offered social, athletic, cultural, and learning activities; three adult-education programs, Pima Community College, and the University of Arizona also offered over a hundred separate courses during every semester or quarter.

4 Reported by an ASTD spokesperson, Training & Development Conference, Boston, March 14-17, 1982. See also Jeffery L. Sheler, "Taking Shape: Smaller U.S. Role in Job Training," U.S. News & World Report, April 12, 1982.

5 Roger Sullivan, "Spiders, Webs and Educational Trends--The Corporate, Vendor, Higher Education Triangle," Communications Technology in Education and Training (Silver Spring, MD: Information Dynamics, Inc., 1982). See also J. M. Ivancevich and M. T. Matterson, "Optimizing Human Resources: A Case for Preventive Health and Stress Management," Organizational Dynamics, Autumn 1980; R. S. Schuler, "Managing Stress Means Managing Time," Personnel Journal, December 1979; and Mu-Lan Hsu, "Monitoring Psychological Stress Means Preventive Management," Industrial Management, July-August 1982.

6 David W. Jamieson and James R. Warren, "Forces and Trends Affecting the Future: 1980-1990," speech presented at ASTD, Anaheim, California, 1980. See also Richard Freeman, "The Work Force of the Future: An Overview," Work in America: The Decade Ahead, Kerr, Clark and Rosow, Editors (Van Nostrand Reinhold, May 1979); see also Lewis Lapham, "The Rage Against the Future: Further Reflections on the National Consensus of Anger," Harper's, November 1979; and Michael R. Schiavoni, "Employee Relations: Where Will It Be in 1985," The Personnel Administrator, March 1978.

7 Op.cit., Sullivan.

8 The U.S. Department of Commerce, in 1975, estimated a total of $16 billion in business losses from reported employee thefts alone. See Bob Curtis, Food Service Security: Internal Control, 1975; and two other Curtis books, Security Control: External Theft and Security Control: Internal Theft.

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APPENDIX

Survey Questionnaire

The purpose of this study is to identify and compare typical, frequent, and infrequent issues that appply to consultants and/or trainers, and to determine similarities and differences. Data will be summarized and used to advise students interested in consulting/training careers, later in life if not immediately after graduation. All responses are confidential.

Demographics: Please check and/or respond to items, as indicated.

1. Is your firm located in: Arizona ___ Colorado___

2. Sex of the firm's head (owner, president, etc.). Male___ Female___

3. Organizational structure (legal).

   sole proprietor___ corporation___

   partnership___

4. Are you a headquarters or a branch office? If so, where are other branches located, as well as the headquarters?

   headquarters___ with branches in_____

   branch office___ with headquarters located in_____

5. How many years has your firm been in business?

   established in 19__

6. How many total employees work in your firm at the local address?

   professional consultants/trainers _____

   number of other employees_____

   Job titles of other employees:_____

   _____

COMMENTS:

Checklist. Please check under two or more columns, as indicated. Under the third column, following Yes/No responses, please rank order, according to importance, frequency, or percentage of time spent for each item.

	YES	NO	RANK ORDER
7. Education/experience of consultants/trainers:			
College degree			
business-related--i.e., MBA, accounting, business education, etc.			
specialty degree--i.e., engineering, math English--specifically related to services			
college degree, not related to services			
Experience (prior to consulting/training)			
management/supervisory			
communications			
training and/or development (for a company)			
entrepreneurship (running your own firm)			
professional counseling			
internal consultant (in a company)			
former classroom teacher (institutional)			
other:			
8. Type of consulting/training services offered:			
Career guidance			
Counseling			
Personnel (human resource development, HRD)			
Employee benefits			
Employee selection and training			
Executive development			
Sales training			
Communications			
House publications			
Human relations			
Public relations			
Educational			
Office management			
Business forms			
Computer (including word processing)			
Information retrieval			
Records management			
Small business management/development			
Management, general			
Recreation (including retirement/leisure)			
Minorities			
Women			

COMMENTS:

	YES	NO	RANK ORDER
9. Typical clients served:			
specialized			
private sector			
public--education			
public--government			
non-profit association, religious, etc.			
groups			
individuals			
families			
managers, executives, owners			
employees			
minorities			
women			
other:_____			

COMMENTS:

10. By what method(s) do you typically deliver or provide your consulting/training services?			
seminars			
one-to-one			
on-site (client's office, home, etc.)			
your office			
other:_____			

COMMENTS:

11. What marketing strategies do you use?			
list firm in Consultants directory			
list firm in Yellow Pages of phone book			
brochures, used in mass mailings/individually			
referrals--goodwill, reputation			
personal contacts; phone calls, walk-ins			
membership/attend trade association(s)			
speaking at meetings and conferences			
article or book publications			
ads in trade/professional journals			
classified ads in newspapers			
other:_____			

COMMENTS:

	YES	NO	RANK ORDER
12. How do you establish fees/prices?			
flat rate, by hour or day	___	___	___
flat rate, by job or project	___	___	___
estimate (time, difficulty) and negotiate	___	___	___
comparability to similar firms in field	___	___	___
based on experience and reputation of consultant/trainer assigned	___	___	___
"what the traffic will bear"	___	___	___
other: _____	___	___	___

COMMENTS:

13. What problems bother you/affect your firm's performance?

COMMENTS:

14. Qualifications (education, experience), and attributes: what do you look for in hiring and junior consultant/trainer or taking in an associate? PLEASE COMMENT, under the below sub-topics.

Education

Experience

Attributes/traits

15. What advice would you give aspiring consultants/trainers?

COMMENTS: